

# The School and Community

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Columbia Missouri

VOL. IX

MARCH, 1923

NO. 3

## The First Bluebird

Jest rain and snow! and rain again!  
And dribble! drip! and blow!  
Then snow! and thaw! and slush! and then--  
Some more rain and snow!

This morning I was 'most afeard  
To wake up--when, I jing!  
I seen the sun shine out and heard  
The first bluebird of spring!--  
Mother she'd raised the winder some--  
And in acroft the orchard come,  
Soft as an angel's wing,  
A breezy, treesy, beesy hum,  
Too sweet for anything!

The winter's shroud was rent--  
The sun burst forth in glee,  
And when that bluebird sung, my heart  
Hopped out o' bed with me!

James Whitcomb Riley,  
From "High Tide"  
Selected Poems



# THE SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers' Association

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

VOL. IX

MARCH, 1923

NO. 3

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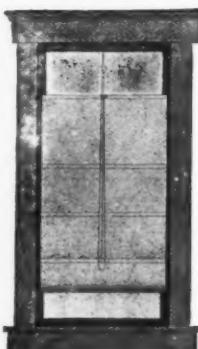
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## EDITORIAL

THE problem which the Department of Administration, or what is in effect the Superintendents' Division of the State Teachers' Association, has before it is that of convincing the Boards of Education thruout the State that education from the kindergarten to the postgraduate department in the State University is not an expenditure but an *investment*,—an investment paying the highest dividends both in money and in character of citizenship. It took not only argument but many years of actual, concrete, experimental evidence to prove to the average farmer that he should plant his choicest grain and not the

**The School Administrators' Problem** weak, dead, scrubby seed. Because the process of education is longer and more complex it is more difficult to prove the folly of little, shabby, isolated schools, inadequate equipment, inexperienced and poorly trained teachers.

In Missouri we are face to face with a generation which is thoroughly infused with the idea that the way to prosper is to "avoid taxation." The State is far from being poverty stricken, but due to tax-phobia, educationally the State has been palsied. The Committee on Taxation of the Constitutional Convention is so fearful of the principle of taxation that the judgment of the taxpayers in the local school districts is not to be trusted; they are not to be permitted to vote upon themselves a higher rate for "school purposes" than \$1.20, and that requires a two-thirds majority. The local district is to be denied the right to maintain high class schools even tho the taxpayers vote unanimously for a high enough rate to maintain them. Certain members of the Legislature propose to assess property at 50% of its actual value, to exterminate the "Teachers Syndicate," to starve the Teachers' Colleges and the State University, and to lock up the school houses.

Resolutions passed by "teachers syndicates" will not solve the problem. A resolution passed unanimously by the repre-

sentatives of three hundred school boards in the State will command the attention of our best legislators and will sound like the voice of thunder to the cheap politician, because the 1500 school board members whose representatives passed the resolution will support it and place it before the voters of their districts.

As a rule the local school boards thruout the State represent the best intelligence and the most disinterested service to be found, free from political entanglements. These boards have assumed the authority and the responsibility for advancing the educational interests of their respective districts. It may not be long until county boards of education and a state board of education will be elected. The type of county boards and state board will vitally affect the work of the local boards. The local boards should rapidly develop a county and state wide educational interest, and demand that the right type of men and women be elected to those more responsible boards. A state convention of school board members would have great influence in the selection of the state board.

We urge upon all thruout the State who are engaged in school administration that they impress upon their local boards the fact that the educational interests of their local districts cannot be separated from the educational interests of the state as a whole; that we should have county boards of education and a state board of education free from political entanglements; that the State Superintendent of Schools should be the most able and most highly paid school officer in the State and that the tenure be permanent during satisfactory service; that a strong professional State Department of Education would prevent a great amount of educational waste thruout the State; that the starvation policy so long practiced toward our State Teachers' College and the State University is educational suicide; that the low educational standing of the State is due, not to poverty, but to apathy.

Superintendent Smith arranged and conducted an excellent program at Jefferson City and the cooperation of the superintendents was fine. Our fee of 50c is miserably inadequate. We should have sufficient funds to secure for the program at least one outstanding educator from without the State. We invite suggestions and feel assured of the co-operation of all in making the meeting at Kirksville next February the most successful ever held.

H. M. BUCKLEY, University City,  
President of Department  
of Administration

**N**OW comes the National Education Association with figures said to be compiled from reliable sources, such as government statistics, state superintendent's reports, etc., showing the rank of the forty-eight states in several particulars pertaining to education. The source of

**Another Attempt to Slander Missouri**

all figures is given and there is no evident attempt to show Missouri up in an unfavorable light but it appears from the figures that Missouri has not held the place to which Commissioner Tigert is said to have assigned her a few months ago, "Not lower than Fifth of Sixth."

These figures show Missouri is ninth in wealth but thirty-seventh in per cent of wealth expended for education; that she is tenth in income but twenty-eighth in per cent of income spent for schools; that she paid over 230 millions of dollars in taxes for all purposes but that less than one-eighth of her tax bill was for the support of schools; that in per capita expenditures for schools thirty states out did her and that of the twelve states of her group, the North Central, her per capita expenditure is the only one that is expressed in one figure, being eight dollars while that of her highest neighbor is twenty; that altho since 1900 she has increased her expenditure for schools 400 per cent, no other state in her group has increased it by so small a percentage while some have increased such expenditures by one thousand per cent; that in the average number of days her schools are open per year she ranks thirtieth in the union; that in rural illiteracy she stands 26th; that in the total number of teachers in one-room schools she stands 6th but in the median salaries

of these teachers she ranks 36th; and that her lowest rank is in the ratio of the salary of the rural one-room teacher to that of the city teacher, being 44th in this particular, Virginia and Georgia being the only ones that rank below her.

**I**T IS frequently asserted that the largest part of our taxes go to the support of public education, yet the most reliable statistics show that of all taxes for national, state and local government less than one-eighth is spent on the schools. The cost of education has not increased proportionately with other governmental expense. In 1914 one-sixth

of the total taxes was spent for schools while in 1921 only one-eighth was so expended.

**Save by Eliminating Salt**

Showing a decrease of 25% in the ratio. In 1919, the latest date for which figures are now available, Missouri paid the enormous total of \$230,749,000 as taxes which was nearly \$70 for every man, woman, and child living within her borders but only \$8 of the seventy went for the support of schools. The amount spent for education was then only 1.57 per cent of the total income. It appears, therefore, that those who would have you believe that relief from tax burdens may be found in lowering the efficiency of our schools are attacking the item whose reduction would effect the least saving. These pseudo-statesmen would have us believe that by eliminating the salt from our bill of fare we would accomplish such a saving as would usher in a period of prosperity hitherto unknown.

**T**HERE are those who imagine that somewhere in the past there was a golden age in which things in general and schools in particular were much better than they are now-a-days. Then, in that golden age, "when I was a boy," children in school spelled better, read more fluently and understandingly, and were marvels in accuracy, speed and "reasoning" in arithmetic when compared with the boys and girls of the present time. Then the **Are Children Better Taught?** "Three R's" were learned thoroughly, according to these good people who remember so well things as they were fifty years ago. People who might be inclined to question

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the accuracy of their comparisons have been helpless because of the lack of any concrete evidence. Unfortunately, specimens of the work of children in the schools fifty years ago are not easily found, and no one so far as we know has attempted to find and compile evidence that might be afforded by the letters written by school children a half century ago. These, no doubt, would furnish an interesting study of their accomplishments in spelling, writing and language.

Some years ago, in the archives of the public school at Springfield, Massachusetts, were found several sets of examination papers written by students in 1846. These papers attracted the attention of a Mr. Riley, then principal of one of the grammar schools of Springfield, who made a study of them and gave the same questions to pupils of grades and ages corresponding to those of the students who had written the papers in 1846. In spelling the modern pupils averaged about 25% better than those of fifty years ago; in arithmetic the pupils of the modern school showed more than twice the ability of those of the old one and in geographical knowledge they were 33 per cent better. A fifty page booklet, published by Miles Holden, of the Holden Patent Book Cover Company, presents the entire study as it was made by Mr. Riley. Fac-simile pages of the work of pupils "then and now" are given. A reading of the booklet will tend to convince most people that may be "the moon didn't shine every night" when they were boys

**T**HE resolution proposed by Professor C. B. Hudson, Teacher-training Inspector, in the office of the State Superintendent of Schools and unanimously adopted by the convention of School Administrators is in keeping with the pronounced belief of the State Teachers Association and

**Superintendents Say "Take Schools Out Of Politics"**

with all of the forward looking authorities in education. The school administrators of the State can evidently see no reason for continuing in the State a method of selecting a Chief Executive Educational officer which would not be tolerated for a moment as a method of selecting superintendents in their own dis-

tricts. They fear that providence may not continue to smile upon Missouri in the choice of State Superintendents by a method that allows that choice to be determined by the fortunes of politics and the chance notions of those who may aspire to the office. They know that the people of Missouri do not select a State Superintendent, but take by blind chance, largely, one of the two, three or four men who feel that by offering themselves as candidates they have a chance to better their own condition.

This resolution asking the Constitutional Convention to provide a means for taking the office of the State Superintendent out of politics and placing his selection in the hands of a bi-partisan State Board of Education should and, we believe, will encourage the members of the Convention to rid our fundamental law of the section that compels partisanship to remain in an institution from which the people have expelled it wherever they have had a chance to do so.

**T**HE settlement of the difficulties between the State Superintendent of Public Schools and the other members of the State Board of Education with reference to the appointment of members of the staff in the department of Vocational Education is a happy one. The threatened fiasco that promised to wreck the department on the

**A Happy Compromise** rocks of political patronage has turned out to be a blessing. Good men, such

as compose this board are, after all, more interested in the success of a progressive venture than in the temporary political prestige that complete dominion of its politics might offer. State Superintendent Lee, according to the compromise, becomes the head of the Vocational Department. All will agree that this is as it should be and as the intention of the law is. Mr. Reavis, whom the board appointed as director a month before the expiration of Superintendent Baker's term, becomes assistant director and will in that position continue the faithful services that he has hitherto rendered to this work. The State Superintendent is allowed to name a part of the force and the remaining members of the board will name a part, each acting with the approval and agreement of the other, no doubt. Thus has

the department become bi-partisan so far as its personnel is concerned, and, without saying that partisan politics has ever entered into the actual administration of the office, there is less danger of its doing so now than ever before. There is now not the slightest reason to fear friction, and confusion. We confidently expect this important phase of education to continue to grow in popularity and efficiency in Missouri.

**T**HE State School Board Association, assembled in convention at Jefferson City, on February 16, by resolution asked that the Constitutional Convention amend the present proposed section on tax limitations in school districts so as to allow a levy of two dollars on the Right to Submit a Higher Tax Rate hundred dollars of assessed valuation in districts main-

taining a first class high school when such a levy is voted for by a majority of the qualified voters of the district. These gentlemen were unanimous in the opinion that progressive school districts that want to maintain first class high schools should be permitted to do so by a vote of the people. There are many districts at the present time not permitted this privilege. Because of this the community and the state suffer. If they were allowed to vote a larger tax, many of them would do so. Why should the state limit the amount of money that a community shall spend in the education of its children any more than it should place a restriction on any other expenditure? It may be argued that so liberal a limitation as two dollars would militate against the adoption of the proposed constitution by the people, and this seems to be the only reason that can be raised against it, but that argument, it seems, is simply an acknowledgment that the function of a new constitution should be to recognize property rights as superior to the rights of the child. Surely the adoption of a new constitution in Missouri does not hinge on any such a conception.

**T**HE Chicago Teachers' Federation is doing a genuine service in making it possible for teachers to buy high grade European tours at a wholesale price.

Probably no other local federation in the Middle West is large enough of itself to swing a thing of this sort; but it is characteristic of their Chicago generosity that they invite all the rest of us to go along with them. In view of the great intrinsic value of foreign travel, especially to a teacher, one is warranted in supposing that not a few will take advantage of this opportunity.

**S**HOULD classroom teachers be given a voice in the deliberations of educational administrators? Do the teachers of Missouri have adequate opportunity to express the wisdom gained from their experience in the class room, and does the knowledge from that experience have the weight it should have in the formulation of educational policy? Is the teacher forced to regard himself as a cog in the scholastic machine, so regulated by external direction as to prevent deviation from

**Consider the Classroom Teacher** an inflexible course? These questions are being asked insistently. Sooner or later the Missouri State Teachers' Association must make reply; that reply must be enforced with reasons.

In effect, the Committee on Resolutions of the Association did reply to the question at the 1922 convention, when the committee was asked to consider the following resolution:

"Resolved; That the Missouri State Teachers' Association, believing that close co-operation of educators is essential to the continued progress of public education, urgently recommends that the Superintendents and Board of Education of the state authorize the teachers employed in their respective districts to elect representatives or committeees empowered to meet with the Board and with the Superintendent at regular intervals and in special meetings at the call of the administrators or the teachers for purposes of consultation and recommendation in matters pertaining to the educational interests of the district."

A reading of the resolution in the committee was greeted with cries of "Bolshevism," "Soviet government," and similar comments. Needless to say, the resolution was given short shrift by the committee. But a proposal based upon such a funda-

mental principle cannot be lightly disposed of with jeers and epithets. It will undoubtedly be brought before the convention again, either through the Committee on Resolutions, or from the floor of the Assembly. Many classroom teachers believe that, by virtue of their daily contact with the problems of instruction, they are better equipped to deal with certain phases of educational policy than are Board of Education that are generally not expert in teaching or superintendents whose class room experience ceased years ago. If this is bolshevism, this theory that workers employed because of expert training in certain lines should be consulted as to the conditions under which they work, then many of the highly organized industries of the world are committed to a bolshevist policy. In great industrial plants everywhere, workers' representatives and shop committees are recognized by the executives as having worth-while contributions to make in the solution of the problems of the concern.

Salary limitation is not the only force which is driving teachers from the profession and preventing the attraction of the highest type of recruits into the pro-

fession. Men and women of intellect can not be expected to show enthusiasm for a vocation in which ninety per cent of the workers are denied the privilege of applying their minds to the unraveling of the tangled threads of conflicting philosophies. We have just alluded to teaching as a profession, but should we designate as a profession that work in which the vast majority of the practitioners are given no greater general responsibility than is given to the lawyer's clerk, the young interne, or the engineer's stake carrier?

In Kansas City, the logic of the teachers' contention on the question has been recognized; Superintendent I. I. Cammack has invited the teachers to establish a conference committee to meet regularly with him, and on March 17, a group composed of the presidents of the ten teacher organizations of the city will hold their first conference with the superintendent for the purpose of discussing mutual interests and educational policies. The establishment of the committee is significant in that it gives an important endorsement to a movement which the State Association must ultimately approve or disapprove.

X. X. X.

## Annual Convention of State School Administration Association

THE annual session of the Missouri School Administration Association was held in Jefferson City on February 16, 1923. The President, Superintendent W. S. Smith of Excelsior Springs, had arranged a very profitable program which was carried out essentially as arranged. The Association convened at 9:30 o'clock and was opened by the singing of America, and a prayer.

C. H. McClure, of Warrensburg, member of the Constitutional Convention gave a very illuminating address on the subject of Education and the Constitutional Convention which address was ably discussed by Superintendent H. M. Buckley of University City.

Superintendent M. B. Vaughn, of Montgomery City, presented to the Convention the legislative program of the M. S. T. A. discussing the principal features of the bills affecting education that were pending

in the Legislature and pointing out the attitude of the Legislative Committee of the Missouri State Teachers Association toward these bills. Mr. Vaughn is chairman of this committee.

State Superintendent of Schools, Chas. A. Lee, concluded the morning program with a discussion of the plans that he has for his department and the general policies he expects to pursue.

The morning session of the Association adjourned at 11:10 in order to give the members an opportunity to visit the Legislature and the penitentiary.

Superintendent Vaughn continued his discussion of the work of the Legislative Committee for a while immediately after the convention reconvened at 1:30. After discussing the attitude of the committee on appropriations for the teachers' colleges and the University he moved that the chair appoint a committee of three to

confer with President Jones of the University and the Board of Curators, who were in Jefferson City at that time, to discuss plans for more adequate support of the graduate division of the School of Education and of the Extension Department of the University. The resolution



Superintendent W. S. Smith of Excelsior Springs, retiring president of the Missouri School Administration Association.

was adopted and M. B. Vaughn, C. A. Greene of Sedalia and M. F. Beach of Moberly were appointed to constitute that committee.

Superintendent Finis Engleman of Nevada spoke on Health and Physical Education in the Public Schools, pointing out the fundamental need for such work, calling attention to the short comings of the present regime in this particular and urging a greater effort to do for the bodies of the rising generation what we are trying to do for their minds and trying futilely often because of correctable physical handicaps.

Waste in Education was the subject of a very interesting paper read by Professor Byron Cosby. The full paper is published in this issue of THE SCHOOL AND COMMUNITY.

Mr. G. W. Reavis discussed Vocational Problems, reviewing in part the work that is being done by Missouri in this field.

Governor Arthur M. Hyde delivered a stirring address on education in Missouri. The Governor is never more at home than when discussing matters pertaining to the



Superintendent H. M. Buckley of University City, President of the Missouri School Administration Association.

betterment of the schools. His address was very enthusiastically received.

Miss Elizabeth White, supervisor of rural schools for the State Superintendent, delivered an address on Vital Rural Problems. Miss White in her several years of work with the rural schools has a firm grasp of the problem of the rural schools and though she was speaking to men whose primary interest is with city schools she had a most sympathetic hearing.

Psychology and Vocational Guidance was discussed by Doctor Max Meyer of the State University. Doctor Meyer believes that it is possible to determine scientifically what a child can do best and that this in a measure should suggest to the public schools the sort of training he

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## Nodaway County Schools in Motion Pictures

"AND THE TRUTH SHALL MAKE YOU FREE"

CARVED in stone, above the main entrance to the Northwest Missouri State Teachers' College at Maryville are these words, "And the Truth Shall Make You Free." No other words, it seems, so well epitomize the purpose of the American teacher or the real reason for the public school. Woven into the very warp and woof of our national history and ideals is Freedom—and the source of all freedom is Truth. The Truth about man's relation to his fellow man has given to him all the freedom that he enjoys in government; Truth as it bears upon health and the laws of life have given him a degree of freedom from the ravages of disease; the Truth of natural science has caused him to enjoy a greater freedom from the limitations of space than could have possibly been his without this scientific Truth. It is the peculiar province of the school to disseminate the Truth that makes us free. By the work of the school, and by no other means, is it possible to make this Truth the common property of all men and this freedom their common heritage. Only by the larger development of the school is it possible to extend this Truth and thus enjoy a greater measure of freedom.

These words of the Great Teacher have become a principle in the lives of many of the folk of Maryville and Nodaway county. Consequently, they be-



Saluting "Old Glory" for the "Movie"



The Parade  
The Parade starts—  
and more than a pa-  
rads



Each float represent-  
ed a school

lieve in working for the development of the schools, and are persuaded that the way to encourage the development of the best is to put the truth regarding them before the people. Hence, the moving pictures of Nodaway county's schools.

### A Growing Idea

For two years the Maryville Chamber of Commerce has been holding community meetings throughout the county. These meetings have served two purposes: the people of the town have become better acquainted with those of the country and the country people have become better acquainted with each other. Thus the spirit of mutual understanding has grown and co-operation has been made possible. A feature of these meetings have been the showing of moving pictures that portrayed the leading agricultural activities of the county. Out of this feature, perhaps, grew the idea of a film of the educational activities.

### A County School Day

The schools came in for consideration at most of these community meetings, very naturally, for the school is the biggest community enterprise of most neighborhoods and frequently it is the only one. Then, Leslie G. Somerville, county superintendent of Nodaway County, is not the kind of superintendent to overlook such good opportunities as these meetings afforded to present the problems of education to the people.



A Ford that looked like something



Four thousand children were there



Each was anxious to do his part

Again, the rural education faculty and the agricultural faculty of the Teachers College were glad to assist in the programs. These conditions made it but natural that attention should be focused on the problems of education. So when it was proposed that October 11th be designated as County School Day patrons, pupils, and teachers readily agreed and proceeded to make the necessary arrangements.

October the 11th is now looked on as one of the biggest days in the history of Maryville. The school children came to town 4,000 strong, and when the children come everybody comes. It is estimated that 18,000 people were there to see and take part in the events. Four thousand boys and girls, their parents and teachers formed the parade. A float appropriately decorated led the section that represented each school and there were seventy-seven such floats and sections.

But the big thing in Maryville on that day was not the crowd, circuses may bring large crowds. The school spirit of Nodaway county was there in a large and more expressive form than we ever seen before. The future of Nodaway county was there with the attention of all the people centered upon that future and ways and means of making it contain more of the freedom that is born of Truth. The embryonic idea and the beginning of the educational film entitled "And the Truth Shall Make You Free" was there.

#### A Moving Picture of the Parade

According to previous arrangements by the Chamber of Commerce pictures of the parade were made. As an inducement to the high schools of the county to take a part in a special high school program given on the evening of the County School Day a prize of twenty feet of film of some school activity had been offered to each assisting in the program, with the result that every high school in the county won its film.

The pictures of the parade and the high school activities furnished the nucleus for the mile of film that is now being shown to the people of Nodaway county.

#### The Picture

It was the privilege of the writer to see the initial production of the picture in Maryville on the evening of the seventeenth of January. A well filled auditorium of people who paid the price of a regular picture show was *prima facie* evidence of the interest of the community,



They know how ropes are made, spliced and tied



Domestic Science is popular



Testing has displaced guessing



Training in care of the sick



A young disciple of Walter Camp



Weak eyes caused by poor lighting

and the ripples of applause that greeted the appearance of various schools on the screen indicated that many people from the farther sections of the county were present.

Prominent in the picture are the activities of the four consolidated schools of the county, Excelsior, Parnell, Elmo and Ravenwood. In each of these pictures was ample visual evidence to support the contention that the larger unit of taxation and administration afforded by these schools greatly increase the use that the communities make of the school plant. Community meetings, school athletics, high school courses in agriculture and home economics all indicated that the schools were really reaching the needs of the people. In connection with this phase of the picture the idea that transportation is not practicable in a community with dirt roads was dissipated. Motor busses were shown bringing the children to school and taking them home. It may be remembered by those in some of the stonier sections of the state that Nodaway county has no concrete or graveled roads and that the soil in this county is of such a character as to make the building of good dirt roads very difficult.

Many rural schools were to be seen in the picture and while they were all doing their best and doing much that was commendable, their efforts were really pitiable as compared with the work of the districts that were co-operating on a larger scale. Nodaway county is rich and can come as near to the best with the little district as any county in the state, but even here it is clearly impossible, even with the most extravagant expenditure of funds, for the little district to furnish the kind of school that all farmers should demand.

"Vitalized Agriculture" and physical training were interesting parts of the film. Classes in wood working, cement making, knot tying, and rope splicing were shown at work. The use of the Victrola in music appreciation and as an accompaniment for physical exercises was another feature which the pictures well demonstrated.

#### Athletics Popular

Perhaps the most popular thing in connection with Nodaway schools is the athletics, at least this is indicated by the number of schools that had athletic activities filmed. But in the film there was a pleasing variety. One school showed complete playground equipment which the pupils and the patrons had made, another presented clever mechanical toys that were to

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Transportation over dirt roads and in all kinds of weather



They ride now but when spring comes horses and boys quit



Northwest Missouri Teachers College

## Waste in Education

BYRON COSBY, Kirksville, Missouri

Address Delivered before Convention of School Administrators, Jefferson City, Mo., February 16th.

**E**DUCATION is an empirical problem. There are many variable factors. In the beginning we did not have any rule or picture to follow. We projected a vision; oftentimes had to change as we approached our ideal, and then found at the end that we were wrong. The whole world was struggling. It is almost unbelievable that municipalities must *vote* in order to build water, sewer and light systems. They are primary needs. What defense do we have. It should be an axiom definitely accepted that all municipalities should meet and take care of all primary needs without debate, vote or question. Our people have much to learn in the way of government. No one can understand why governments would rather trade men as pawns upon the chess board of adjustment, than the material that men produce. War is very wasteful in every unit of measure known, yet our statesmen evidently believe like Jefferson, who, writing 136 years ago to Mrs. Adams, said, "The spirit of resistance to government is so valuable on certain occasions that I wish it to be always kept alive. It will often be exercised when wrong, but better so than not be exercised at all. I like rebellion now and then. It is like a storm in the atmosphere." But Jefferson was in Europe when the colonies were fighting. Perhaps he did not believe what he was saying. Maybe he was a politician. Waste is war; war is waste. In farming, our greatest industry, there are many factors in the empirical formula that cannot be determined; such as water supply, weather or climate; but we can control other factors. We know how to ascertain the viability of seed. This makes the choice of seed a parameter rather than a variable. Yet very few farmers make any

effort to solve the great problem of agricultural production by controlling absolutely the choice of seed corn, and the other easily determined parameters in corn production.

We spend hours of time in the elementary school, high school, and college, teaching principles of government. The work is slow, tedious, and expensive. The greater part of the training is with childhood, immature, often not interested, and then we have to wait years before the product has a chance to function in our adult life. But a crafty politician can wave the red flag of Bolshevism, be advertised by a powerful press and destroy in a day through his adult hearers all that the splendid spirit of the American teacher has done in years. A Missouri congressman speaking in a small Missouri town last October told his audience that the general assembly could right their taxes and make them satisfactory. The teacher of

the school where the congressman spoke had taught the children that there were four taxing bodies in Missouri: school districts, municipalities, county organizations and the general assembly. In Kirksville, if the total state tax were omitted, it would reduce our tax a little less than 7%. Waste in education, is found in the school room, on the farm, in the general assembly, in our congress, everywhere.

The educator must ever keep the vision onward moving. He must try to produce efficiency, lessen waste and throw off impediments of governing bodies as far as possible, so that he may run the race that is set. Let us analyze our problem. We must decide upon what is needed, the order of presentation and some means of carrying it out. In my organization I would put the various factors in this order:

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## Some Fundamentals in a Code of Ethics

By JAMES E. RUSSELL

I DO not flatter myself that I have any especial qualifications for writing a code of ethics for teachers. A code that will command the confidence of the public and at the same time protect the rights and define the responsibility of the teacher, will be the work of many persons. Constitutions that last are works of genius, but most of them grow from very humble beginnings.

This, then, is my contribution:

1. Every teacher in the organization must be one hundred per cent American.

Training for citizenship is more than giving instruction in school subjects. Patriotism, loyalty and courage are as contagious as measles. Right example is the surest way to inculcate appreciations and attitudes and to demonstrate the value of fair play, team work, and self-control.

2. The work of the teacher must be professional in character and honestly performed.

Malpractice in teaching is more serious than malpractice in medicine; the fact that proof of incompetence in the teacher is buried in the retarded lives of children is no release from moral responsibility. The organization must concern itself with the qualifications of teachers—their training, certification, and class-room ability. A corollary is that good service should be rewarded and the honest teacher protected.

3. The teacher, as a faithful servant, is worthy of his hire.

No true teacher ever has worked, or ever will work solely for money. The necessity of standardizing salaries in a great school system will always militate against the recognition of individual merit, but this is no excuse for rating all at the value of the poorest. A living wage is one that counts the cost of preparation and the value of the out-put, as well as the expenditure of time and energy in the day's work. There should be no discrimination against sex, grade, or school—equal pay for equal work by those giving equal service. The same devotion to the kindergarten or the rural school or the high school given by teachers of equal attainments, whether men or women, theoretically merits the same professional stand-

ing and the same remuneration. Practically, however, classification is imperative in a school system as a basis for the assignment of duties and adjustment of salaries, but it should not operate to check personal ambition or restrict professional advancement. One object of organization is to protect the weak from exploitation and to help them to a higher professional and economic status. Another object of no less importance, is to minimize the practical difficulties incident to the operation among teachers of the law of supply and demand, and to the varying standards of fitness as set for different grades. No democratic nation can endure that does not have good teachers. And no teacher can give his best who does not enjoy a living wage.

4. The organization must be honest and straightforward in its dealings with the public.

Collective bargaining is a two-edged sword. It must be used by the organization in securing proper buildings and equipment, higher professional standards for teachers, better teaching in the schools and adequate salaries for those who do the work. It means appeals to public opinion, bargaining with school boards and arguments to legislators, but it should not mean threats, intimidation and strikes. A contract is inviolable. The teacher who is not forced to accept appointment and who cannot be locked out of his school room, has no excuse to strike. When every expedient is exhausted and a school or system is still unwilling to put its work on a professional basis, the last resort that is honorable is for teachers to refuse appointment and brand that school or system as unpatriotic. It follows that no teacher with any professional pride will fill a place left vacant under such circumstances.

5. The organization should co-operate with every other group of citizens for the promotion of the public good, but should avoid entangling alliances with any one.

The teacher occupies a peculiar position in the body politic. He instructs children in the rights and duties of citizens. His wards of today are the voters of tomor-

row. Some of them will be found in every group, party, sect, and organization that exists in the community. He should teach them the fundamental principles of American life and help them to make wise choices in their affiliations, but he may not proselytize or conduct propaganda for any cause on which citizens are divided. A decent respect for the opinions of others must characterize all that he does. The organization, therefore, which acts as the super-teacher cannot favor either Jew or Gentile, republican or democrat, capitalist or laborer. It honors them all for the good they strive to do, and will join with them in all good works, but it cannot be subservient to anyone. I realize that the American Federation of Labor is potentially one of the most beneficent organizations in the United States, and I have the highest regard both for its leaders and their objects, but it would be a mistake both for the Federation of Labor and for the prospective organization of teachers, to form an offensive and defensive alliance. It might be the easiest way to secure an increase of teachers' salaries, but more pay is not the only object of a teachers' organization, and not the one that will insure its greatest usefulness

either to the profession or to the public.

It would be just as fatal to become entangled with the Manufacturers' Association, the Bar Association, the Christian Association, or the Democratic party. If this latter suggestion is ludicrous, so also is the example set by some groups of teachers who have already identified themselves with the labor organizations. "Friends with all, but allies of none," must be the slogan of a teachers' organization.

These five points seem to me worthy of consideration by those who would write a code of ethics for teachers and a constitution for a teachers' organization. My chief concern is to free teachers from local oppression, to change their status from employees of a school board to servants of the state, to demand of them professional fitness and to expect of them professional service, and to evaluate their worth by their contribution to American citizenship. Once these ends are attained, I am certain the public will gladly pay the price. Center the united strength of half a million of teachers on these points, and the teachers' millennium will soon be ushered in.

## Vital Rural Problems

ELIZABETH L. WHITE, State Rural School Inspector.

**W**HEN we stop to think what the vital rural educational problems really are and again what now is most vital to the rural communities, we are simply appalled. There are so many things which go to make up a school that it is difficult to separate them and to single out one problem which is more vitally connected with the success of the school than are many others.

We will all agree that the educational facilities of the boy and girl in the country are sadly lacking. We know that results are not what they should be and we know why. We know that the child is able and, in most cases, willing to accept the training. Then, why is he not trained? Those of us who have been so vitally interested and closely connected with the rural school problems for many years

know why but the real problem is how to remedy it.

One of the fundamental drawbacks of the rural school is the lack of real interest on the part of the people themselves. Many are not interested because they have no children to educate and because they feel no real obligation to help train their neighbor's children. They are interested in an educated citizenship only when they are not called upon to help maintain an institution for its production. Again the man who has children to educate may be, to a certain extent, economically dependent upon another man and, therefore, he does not assert his rights. We have too many people who continually look to the lowering of the educational tax but who are ready and willing to increase the appropriation for a larger swine pavilion or

increased accommodations for the horses and cattle.

In some communities the prevailing sentiment is, "It is better than I had and so it will do awhile; let us wait for a more convenient season and we'll do something." There are many communities that have never seen the best and with no one to push them and help them they fail to realize the advantages of a well equipped school plant.

Some will say that the greatest problem is the lack of money with which to do great things. I grant you that in many cases this is true, but my experience for the past ten years has shown me that the communities which are really doing the most for their schools are the communities that are having a hard time getting money to run an eight months term, and that little is done in the schools where the getting of the money is of no appreciable effort. We say that we do not always have enough money in the country to pay a first class teacher, or one that is well trained, but many times that is not the case. We have the money or we can get it. But making communities see the value of a well trained teacher is the real problem. We know that not every trained teacher is a real teacher but if she has natural ability she will be much more efficient if she be trained. The lack of money is not the only thing that causes a lack of competent teachers in the rural schools. Other things enter in, such as distance from the town, which causes the rural community to have to be satisfied with the "Monday morning, and Friday evening" teacher. Then there is the lack of living accommodations in the country. The time has come when very few homes will even consider taking care of the teacher. Whether this is the fault of the teacher or of patrons I cannot say. The teacher sometimes is forced to board a mile from the school, and even farther, and has no one on whom she can depend to care for the schoolroom.

The girl or boy who goes out at the present time to the country to teach goes with the expectation of staying only the one year. They will do in a large measure only the hearing of classes, standing with a textbook in hand, searching for some question to ask the pupil and with no thought toward the bringing of some new

idea, impulse or purpose to the pupil. I realize that with the multiplicity of classes and the limited amount of time it is an almost impossible thing for a young teacher to be prepared on all subjects in all classes, but I do say that until there is in some way a remedy provided, the child is going to have to get along in spite of the teacher, rather than with the help of the teacher. The rural boy and girl are suffering because of the poorly prepared teacher.

There are some who will say that many of the troubles of the country teacher would be eliminated if the teacher will only go out and be a community leader. But how is a young and timid girl or boy, who probably is out there in the country for the first time going to lead. No one will follow. Perry G. Holden says that "A good leader is one who is able to make the people want what they ought to have," But how does this little inexperienced girl or boy know what they ought to have?

A leader must have his bearings, and it takes the teacher two or three years to get them. She may and likely will have to hunt another place before she has acquired such a knowledge of people as is necessary to leadership. Knowing this her mind is partly occupied with finding a suitable place for next year.

The lack of proper sanitary conditions, the poor equipment, the immense number of classes and the other untoward conditions all tend to cause the efficient and well trained teacher to hesitate about going out into the open country to seek fame and fortune.

One of our new publications which is just out has this question on the cover: "How shall the rural district be organized to get the best results?" Oh, if we only knew! One of the weakest point in our entire school system is the lack of organization. If we as superintendents and especially the county superintendents, only had the power to organize the schools, the school districts, the teaching force and the student body what a power we could be. For the most part a county superintendent has to usurp about all the authority, or real power, that he has.

Another serious problem and one which we must admit is of vital importance, is the lack of proper rural supervision. In a

county of some thirty or forty thousand people with an enrollment of over 7000 school children, with 125 rural schools and at least a dozen villages, with somewhere between 175 and 200 teachers, with clerical work enough to keep one person busy all the time, how much supervision can one poor lone man or women give? When you are told that it takes more than three months in the fall of the year, leaving out the days that it is impossible to drive, to visit each school even one time and then only long enough to see what is not being done, you will know that much of it must be done by writing, teachers' meetings, Reading Circles, and Demonstration days. These are all fine but there is nothing that equals the close personal touch and contact as far as any very helpful supervision is concerned. In order for a county superintendent to be the help that he should be he should have constant help in the office and at least four helpers in the field.

The last problem that I will mention,

but certainly not the least, is that of better roads and larger school units. We must have ways for the country children to be able to get to school each day and on time, and we must do away with the little one room school with four or five pupils struggling along with no interest on the part of the teacher or pupil. We must have high school facilities for the boy and girl at home if we are to give every boy and girl an equal chance as we say that we believe they should have. In order to do this we must enlarge the district, establish a community high school, provide more and better trained teachers, build teacherages and go at the school problems in a business like way. We will have to educate our people so that they will want to levy taxes on all the property of the county, to support all the schools of the county and then the schools will be real schools. When that time comes we will have a start toward equal educational opportunities for every boy and girl and we will then be on our way towards solving some of our vital rural problems.

## Inventors and the War

"From the article on Inventions in Compton's Pictured Encyclopedia through courtesy of and copyright by F. E. Compton & Company, Chicago."

**W**HAT an unthinkable power is a great invention! It can never end.

It is like a beacon light that beckons men on from age to age, bidding them to do more and more. No man can think of the World War without thinking of the great inventors. They made it possible, for good and ill; without their work that war never could have been. Think of the men whose spirits must have hovered on those battlefields. Think of that work of theirs which went on through the war. The great unseen army of inventors and discoverers—was it not there all the time?

Archimedes was there. Before Christ was born in Bethlehem he invented pulleys and windlasses and water-screws, drove great machines by compressed air, and lifted weights by hydraulic power; and there, in that appalling upheaval of the world, his levers and pulleys were working still. He loved his work, that everlasting man, and war destroyed his

body as he sat thinking out a problem, but war could not destroy his mind; and when the roll is called of those who won the war Archimedes will be there.

And there was Roger Bacon, the wonder-man who stirred the vision of Columbus, the monk and thinker and inventor whose knowledge frightened men 600 years ago, who knew all about magnifying-glasses and perhaps invented gunpowder, and whose books, lying so long unknown, were revealed at last to set men thinking and inquiring into the secrets of science.

And surely there were on the battlefields those men who found the laws of chemistry, who probed into the heart of matter and brought its secrets out. Quaint Henry Cavendish was there, with all those gases he spent his life in finding out. Men said of him that he spoke fewer words than any other man who had lived so long and they might have said that he did

much work in 80 years as any other man. He solved great mysteries of heat and electricity, he studied explosions, and without the things he added to the book of knowledge we never could have won the war.

And in his steps came that long line of famous electricians in which Faraday and Humphrey Davy shine like stars. Both these were there. It was Faraday, the Yorkshire blacksmith's son, who listened to Davy lecturing, who became a boy in his laboratory, and so outran his master that towards the end of his life the noble Davy said, "My best discovery was Michael Faraday." This blacksmith's son it was who laid down the beginnings of the telegraph and telephone and a thousand other applications of electricity, who began the work of steel alloys, improved optical instruments, and gave lighthouses their mighty lamps. He kept a record of all his experiments, and they numbered 16,000 when he died.

Sir Isaac Newton was there, with the laws of light behind all telescopes; and there was the spirit of Galileo, which every telescope enshrines. Brunel was there, with his great idea of tunnels, and the shield he made for boring them after watching a ship-worm at work. Lord Kelvin was there—we cannot imagine the war without those precious electrical devices, cable instruments, compasses, and mathematical calculations, which we owe to the work that this great man began in a Glasgow cellar.

The great founders of steam-power were there if any were—James Watt and George Stephenson and Richard Trevi-  
thick and Robert Fulton, who struggled against a scornful world to build up those trains on land and ships by sea which have moved these multitudes of men

across the earth. And Nasmyth, his steam-hammer ringing through the arsenals, was surely at the war, with that unconquerable spirit of Joule, who defied the British Association which laughed at him, and gave us the first idea of the value of the heat produced by mechanical forces.

And surely the spirit of Wilbur Wright was there, the great American genius of human flight, the plain, lovable man who thought that one day the flying men would sweep the curse of war out of the world. There he was, with his great compatriot Edison, whose work was hardly ever for one single day missing from the field of war.

From battle-front to battle-front, across the continents and oceans, up in the air and down in the sea—there was the genius of the wireless men: of Clerk Maxwell, who laid the basis of the scientific theory, of the clever German Hertz, who first constructed apparatus to receive the electric waves; of the Italian Marconi whose practical inventions have abolished space and distance for the human voice and utterly transformed the world.

All these were there; and there, thank God! was Lord Lister, too, whose memory every wounded man must bless, whose work in antiseptic surgery goes on, and will go on through the ages, till it has saved more lives than war can take.

So through the power of invention, the genius of the Past was fighting on the battlefields for human liberty; so the Past came to the aid of the Future in that great cause for which our heroes fought and fell. Invention carries on man's power from age to age; it may be said that it is making man immortal. Man, by his inventions, is making it impossible for the best that is in him to perish from the earth.

#### TO WHOM HONOR IS DUE

You may talk of college presidents  
And the great work that they do,  
I'm not inclined to have a mind  
To disagree with you.

You may say administrators  
Are great men, and I'll agree  
The systems they evolve today  
Are marvelous to see.

But the person who, I feel, deserves  
Our praise from day to day  
For service great to home and state  
And work that stands for aye.

Is the vestal classroom teacher  
Whose glowing truth torch starts  
The sacred fires of high desires  
In little children's hearts.

## The Vocational Interests of the Lexington High School Pupils

By L. H. BELL, Superintendent of Schools, Lexington, Missouri  
 (From The Missouri Service Bulletin, published by the Gamma Chapter of Phi Delta Kappa).

**T**YPEWRITTEN copies of a vocational questionnaire were recently given to the pupils in the English classes of the high school. Previous to the distribution of the questionnaire, the English teachers explained to the pupils the purpose of the investigation, assured them that all answers would be held as strictly confidential and invited frank and complete replies to all questions.

The present report is based upon 233 of these papers. Obviously, the answers to only a few of the questions can be presented. In order to include as much data as possible, these answers have been reduced to tables. In part, the study is similar to one made by J. B. Davis. Many valuable suggestions were obtained from a course in Vocational Guidance with Professor J. D. Elliff.

TABLE I.  
 PARENTS' AMBITIONS FOR PUPILS

|   | Yes | No  |
|---|-----|-----|
| Do you know what your parents' ambitions for you are? | 86  | 147 |

TABLE II.  
 PUPILS' ESTIMATES OF THE VALUE OF HIGH SCHOOL AND COLLEGE WORK

|  | Yes | No | Uncertain | Total | % Yes |
|--|-----|----|-----------|-------|-------|
| Do you consider a high school education necessary? | 231 | 1  | 1         | 233   | 99    |
| Do you expect to go to college?                    | 128 | 68 | 40        | 233   | 55    |

TABLE III.  
 PUPILS' ESTIMATES OF PRESENT ABILITIES

|   | Boys<br>Yes | Girls<br>Yes | Boys<br>No | Girls<br>No | Boys<br>Uncertain | Girls<br>Uncertain |
|---|-------------|--------------|------------|-------------|-------------------|--------------------|
| If for some reason you were thrown out on the world now, could you make an honest living? | 96          | 73           | 3          | 20          | 5                 | 36                 |

TABLE IV.  
 FATHER'S VOCATIONS OF THE 233 PUPILS OF LEXINGTON HIGH SCHOOL

|                         |    |                 |       |    |
|-------------------------|----|-----------------|-------|----|
| Mining                  | 64 | Building trades | ..... | 19 |
| Agriculture             | 46 | Dead            | ..... | 18 |
| Trade and manufacturing | 37 | Professional    | ..... | 7  |
| Scattering              | 35 | Transportation  | ..... | 7  |

TABLE V.  
 VOCATIONAL CHOICES OF THE 233 PUPILS

| Occupation                  | Boys | Girls | Occupation     | Boys  | Girls |
|-----------------------------|------|-------|----------------|-------|-------|
| Teaching                    | 1    | 48    | Home Economics | ..... | 2     |
| Stenography and Bookkeeping | 2    | 15    | Lawyer         | ..... | 1     |
| Agriculture                 | 11   |       | Minister       | ..... | 1     |
| Engineering                 | 11   |       | Medicine       | ..... | 1     |
| Miscellaneous               | 8    | 2     | Ind. Arts      | ..... | 1     |
| Mechanic                    | 8    |       | Jewelry        | ..... | 1     |
| Electrician                 | 6    |       | Florist        | ..... | 1     |
| Music                       | 1    | 5     | Journalism     | ..... | 1     |
| Salesman                    | 4    | 1     | Pharmacy       | ..... | 1     |
| Nursing                     |      | 4     | Civil Service  | ..... | 1     |
| Retail Merchant             | 4    |       | Artist         | ..... | 1     |
| Carpenter                   | 1    |       | Undecided      | 38    | 50    |

TABLE VI.  
ATTITUDES OF PUPILS WHO HAVE NOT DECIDED

|   | Yes | No | No Ans. | "Tried some" |
|---|-----|----|---------|--------------|
| Would you like to have advice in making a choice? | 45  | 13 | 30      |              |
| Have you tried to decide?.....                    | 54  | 18 | 18      | 2            |

TABLE VII  
FACTORS IN DECISIONS OF PUPILS

Why did you choose this vocation?

|   |    |
|---|----|
| More interested in it than anything else and believe that I would like the work | 83 |
| Special opportunity—father's occupation.....                                    | 4  |
| Believe have special ability in that field.....                                 | 8  |
| Outdoor and healthful .....   | 5  |
| Good salary .....   | 16 |
| Opportunity for service .....   | 6  |
| Like Children .....   | 10 |
| Opportunity for advancement .....   | 2  |
| Easy .....  | 2  |
| Tenure good, To see world, Indoor work, Large demand (each) .....               | 1  |
| Miscellaneous .....   | 7  |

TABLE VIII.  
INFLUENCES BEARING UPON CHOICES

Who influenced you in this choice?

|                |    |                       |    |
|----------------|----|-----------------------|----|
| No one .....   | 63 | Associates .....      | 10 |
| Parents .....  | 48 | Other relatives ..... | 10 |
| Teachers ..... | 8  | No answer .....       | 8  |

TABLE IX.  
PUPILS' KNOWLEDGE OF OCCUPATIONS

What knowledge have you of this occupation?

|                             |    |                     |    |
|-----------------------------|----|---------------------|----|
| Little or none .....        | 49 | Experience .....    | 30 |
| Observation of workers..... | 49 | Reading .....       | 6  |
| Associates .....            | 3  | Miscellaneous ..... | 10 |

#### OBSERVATIONS

Because of the space limitation of this article, only three significant facts revealed by the inquiry will be noted. 1. A very limited vocational vision on the part of both boys and girls is indicated in Table V. The range of choice in the case of girls is particularly narrow—nine vocations. 2. The almost total absence from Table V of mining and building trades, two groups that comprise about one-third

of Table IV, is a striking fact. 3. Little or no background of knowledge or experience as bases for the choices is apparent from Table VII.

#### CONCLUSION

The investigation clearly shows the need of a vocational program in this high school. We are viewing the carrying out of such a program as one of our main responsibilities for this school year.

I believe it to be the mission of the schools and the ideal of Americanism, to create a public opinion so intelligent in its understanding of democracy, so deeply devoted to the ideals of America, and so firmly impregnated with the principles of liberty, that though we suffer from mistaken leadership, though we be attacked by foreign powers, though we be subjected to the strain of famine, pestilence or industrial panic, though we be fought by domestic foes, that America will emerge triumphant because of the justice, the courage, the ideals and the character of her people. It is in the possession of these national and basic traits that we will find the true bulwark of democracy.

Arnold Bennett Hall

## The Art of Reducing

Helen H. Downing

**A**RE you too fat to be comfortable? Do you want to get rid of any of that excess flesh?

Time and again rules for reducing or how to gain weight have been published in newspapers and magazines. Many readers have made resolutions to follow them explicitly, and just as often have failed to carry them out. It takes a lot of perseverance to adhere strictly to a set of rules and regulations on diet or exercise. I am convinced, however, that exercises, when practiced regularly and conscientiously, are very important factors in reducing. One certainly cannot reduce flesh by exercise alone; so all of the following are good:

Use certain reducing exercises daily without fail. Drink a glass of hot water before breakfast and before retiring. Take a hot bath at night and a cold bath in the morning. Swim and ride horseback when possible, as both are excellent reducers. Avoid fats, sweets and starches; instead, eat fruits, non-starchy vegetables, greens and meats with the exception of pork. Do not drink water with meals. Eat bran instead of white bread.

With the above, reducing exercises taken faithfully are, to my mind, most effectual. Many people believe they are really meant to be fat or thin, they continue to eat heartily and then complain of their weight. Fo-

low your rules and say nothing, and you'll see and feel the desired change.

It is far better to leave the table before satisfying one's appetite than to have a stuffy feeling for an hour or so after a meal. Often the family have enough to eat before they reach the dessert course, but eat it because it is placed before them and is tempting. As a result, they have that uncomfortable feeling. This is sometimes due to unwise planning of the meal, though very often too great a variety is served or too large portions are given one.

When cream is omitted from coffee, the drink is not always popular; a good substitute then for the coffee, is a cup of boiling water in which a bouillon cube is dissolved. In the middle of the morning or afternoon, a teaspoonful of beef extract dissolved in boiling water will satisfy that desire for food.

Canned fruits with bran, for breakfast, are not only appetizing but are a good start for the day.

At noon, canned soups are nutritious, stimulating and nonfattening. For dinner, canned fish, spinach with eggs, and a salad of mixed vegetables are the foundation of a good dinner, supplying a balanced meal and at the same time conforming to the reducing diet.

Department of  
**Child Hygiene and School  
and Home Sanitation**

Conducted by the  
**Missouri Tuberculosis Association**  
W. McN. Miller, M. D., Editor



### TUBERCULOSIS IN MISSOURI IN 1922

**A**SPECIAL preliminary report giving mortality statistics for the State for the year 1922 by months and showing the number of deaths from all causes and from tuberculosis, has been prepared by the State Board of Health for the Missouri Tuberculosis Association, of which Dr. W. McN. Miller is Executive Secretary with office in St. Louis.

From the information submitted the tuberculosis association has prepared a statement pertaining to the tuberculosis situation in the State for that year, comparing the same with that of 1921 and 1911, the earliest year for which information is available.

Deaths from all causes in the year 1922 were 38,408 as against 43,479 in 1911 and 36,208 in 1921. The corresponding death-rates per 100,000 population for these years

were 1119 for 1922, 1316 for 1911 and 1060 for 1921.

Deaths from tuberculosis were 3095 for 1922, 5113 for 1911, and 3010 in 1921, with corresponding death-rates per 100,000 population at 90 for 1922, 155 for 1911 and 88 for 1921.

The percentage of deaths from tuberculosis of deaths from all causes, an excellent index of the progress being made in the control of tuberculosis, was 8.1 in 1922, 11.8 in 1911 and 8.3 in 1921.

For the first time in five years there was an increase in the tuberculosis death-rate over that of the preceding year. From 1911 to 1921 the average annual decrease in the tuberculosis death-rate was 4.3%; in 1922 there was an increase of 2.3% over that of 1921. The percentage of deaths from tuberculosis of deaths from all causes decreased annually for the ten year period at an average of 3.5% per year; in 1922 this decrease was 2.5%. This decrease in percentage of tuberculosis of all causes, notwithstanding

the increase in the death-rate from the disease, shows that some progress was made in 1922.

An interesting feature of the statement is the distribution of the deaths from tuberculosis in the months throughout the year. Most deaths from the disease occurred in March, 352, and fewest in November, 193. The number of deaths from tuberculosis in the first six months of the year was 1753, in the last six months, 1342; with corresponding death-rates from the disease for the two year period at 51 and 59 respectively, per 100,000 population.

This great difference in the death-rates of tuberculosis for the two-six-months periods is attributable largely to open-air habit of living and the abundance of sunshine. To prevent tuberculosis in winter bedroom windows should be open, no matter how cold, and all possible sunshine should flood the house throughout the day in the winter and spring months.

#### PRELIMINARY PARTIAL REPORT, MORTALITY STATISTICS Missouri State Board of Health

Deaths and Death-rates per 100,000 Population, from All Causes and Tuberculosis; and Percentage, Deaths from Tuberculosis of Deaths from All Causes  
YEAR 1922

|   | Jan. | Feb. | March | April | May  | June | July | Aug. | Sept. | Oct. | Nov. | Dec. | Year  |
|---|------|------|-------|-------|------|------|------|------|-------|------|------|------|-------|
| Deaths from all causes  | 3681 | 3910 | 4347  | 3342  | 2947 | 2844 | 2770 | 2712 | 2727  | 2979 | 2876 | 3273 | 38408 |
| Deaths from tuberculosis, pulmonary                                       | 266  | 213  | 309   | 256   | 267  | 236  | 218  | 196  | 203   | 202  | 178  | 199  | 2743  |
| Deaths from tuberculosis, other forms                                     | 25   | 40   | 43    | 31    | 35   | 32   | 23   | 20   | 29    | 22   | 15   | 37   | 352   |
| Deaths from tuberculosis, all forms                                       | 291  | 253  | 352   | 287   | 302  | 268  | 241  | 216  | 232   | 224  | 193  | 236  | 3095  |
| Death-rate, all causes  | 107  | 114  | 127   | 98    | 86   | 83   | 81   | 79   | 79    | 87   | 84   | 95   | 1119  |
| Death-rate, tuberculosis pulmonary  | 7.8  | 6.2  | 9.0   | 7.5   | 7.8  | 6.9  | 6.4  | 5.7  | 5.9   | 5.9  | 5.2  | 5.8  | 79.9  |
| Death-rate, tuberculosis, other forms                                     | .7   | 1.2  | 1.3   | .9    | 1.0  | .9   | .7   | .6   | .8    | .6   | .4   | 1.1  | 10.3  |
| Death-rate, tuberculosis, all forms                                       | 8.5  | 7.4  | 10.3  | 8.4   | 8.8  | 7.8  | 7.0  | 6.3  | 6.8   | 6.5  | 5.6  | 6.9  | 90.2  |
| Same, for equalized months  | 8.3  | 8.0  | 10.1  | 8.5   | 8.6  | 7.9  | 6.9  | 6.2  | 6.9   | 6.4  | 5.7  | 6.7  | 90.2  |
| Percentage, deaths from tuberculosis, all forms of deaths from all causes | 7.9  | 6.5  | 8.1   | 8.6   | 10.2 | 9.4  | 8.7  | 8.0  | 8.5   | 7.5  | 6.7  | 7.2  | 8.1   |

#### COMPARISON

| Year   | 1911  | 1921  | 1922  |
|--|-------|-------|-------|
| Deaths from all causes   | 43479 | 36208 | 38408 |
| Deaths from tuberculosis                                       | 5113  | 3010  | 3095  |
| Death-rate, all causes, per 100,000 population                 | 1316  | 1060  | 1119  |
| Death-rate, tuberculosis, all forms, per 100,000 population    | 155   | 88    | 90    |
| Percentage, deaths from tuberculosis of deaths from all causes | 11.8  | 8.3   | 8.1   |

It ain't the guns nor armament,  
Nor funds that they can pay,  
But the close cooperation  
That makes them win the day.

It ain't the individuals,  
Nor the army as a whole,  
But the everlasting team work  
Of every bloomin' soul.

—Kipling.

## Some High Lights From the Meeting of the Department of Superintendence, at Cleveland, February 24-March 2, 1923

DR. E. A. WINSHIP, speaking of EDUCATIONAL PROGRESS IN 1922, said:

"In general the year 1922 has recorded several combinations of good deeds. There have been few reductions of teachers' salaries. There has been some reduction of the cost of education by admirable management. There has been a phenomenal voting of boards for school buildings in all parts of the country. The pension legislation is headed in the right direction. The increase in high school enrollment is fabulous. The change of the title from Truancy to Attendance Officer has high significance. The devotion of teachers in service to the improvement of their scholarship and professional spirit is quite refreshing.

"My habit of mind is to detect the controlling factor in progress, and fortunately that of the year just closed has had to do with the school superintendent.

Speaking at another session on THE PRINCIPAL IN ACTION, he said:

"The unit of the American Republic is the neighborhood. The only universal functioning of a neighborhood is the elementary school whether of one teacher or of a hundred teachers. In the final analysis the principal is the functioning factor in the elementary school which is the functioning unit of the neighborhood from which the American Republic is built.

"A private school may be invaluable to individual students, may make a bigger man or woman of a given boy or girl, but no private school can function as a neighborhood. A church school can be more religious than a public school can but it can never be a neighborhood.

"Important as is the classroom teacher, she can never function as a neighborhood factor except as she functions through the elementary school the controlling factor of which is the elementary principal who has come to be a vital American institution. The new opportunities of the elementary principal brings increased responsibility. He is now, first of all, a neighborhood leader through the children. The classroom is his responsibility only when the classroom teacher fails

to function adequately, the neighborhood is his responsibility at all times. When a teacher's friction makes a large draft on the principal's time and energy she is robbing the neighborhood of its just deserts.

"Projects, pageants, clubs of various kinds afford limitless opportunities for a principal to reach and unify the neighborhood in city or country. No principal is functioning adequately unless he devotes much time and thought to neighborhood leadership. It is no longer his special duty to look after the way the children learn the detail of school subjects.

"The neighborhood is an important unit in the greatest and oldest Republic in the world and the preservation of the Republic is the preservation of neighborhoods, and the preservation of the neighborhood for tomorrow is chiefly dependent upon the way the principal has the school function in the community."

C. L. COON, superintendent of Wilson County Schools, Wilson, N. C., speaking before the Department of Rural Education on THE BEGINNINGS OF A COUNTY SCHOOL SYSTEM, said:

"Every school in my county has its own budget. The committee of each township district meets with the superintendent of schools in May and makes up the budget for the next school year. Then, the chairman of each committee meets with the county board of education and the county budget is made up according to the needs of the several schools of each district. The interest charges for bonds and other borrowed money for the school buildings, the expense for the transportation of children, the salaries of teachers, and all other expenses of each school are put in the county school budget just as is done for the various schools in a city school system. We think we have made the beginning of an effective school system for an agricultural county. All the property of the county wherever situated now pays the same school tax. All the children have the same opportunity to get an education. And that is only fair and democratic.

T. H. HARRIS, State Superintendent of Education, Baton Rouge, La., speaking on THE COUNTY UNIT IN OPERATION, said:

"In Louisiana we believe the county school board should exercise the same jurisdiction over the city schools as they do over the country schools. All children in the county should as nearly as possible receive equal educational benefits, and this cannot be done unless the county school system is organized upon the principle that the school funds shall be used to educate the children wherever they may be found, without regard to the wealth of the community in which they may live. Education is not a city or country affair—every man in the county is responsible for the instruction of every child in the county. All school funds for maintenance purposes, whether constitutional or special, should be county-wide. The entire county should be taxed for raising school funds. The county school officials should not undertake State functions, such as the making of courses of study, the certification of teachers, the adoption of textbooks, the final approval of high schools, and other special schools, fixing standards to govern teachers and superintendents.

There should be no failure to provide adequate supervision of classroom instruction, teachers should not be left to shift for themselves, this is essential in all kinds of schools. Every child should spend every day of his school life in constructive learning. The unity of the system should not be impaired by the employment of building supervisors, business managers, or city superintendents. The superintendent should be the executive head of the school system, and all other employees should reach the board through him. The county superintendent is the greatest agency in this country in educating the people—his time and talents should be utilized to the fullest possible extent in the discharge of important, constructive duties. The county unit system places a small experienced board in charge, it guarantees an able man as superintendent, it eliminates politics, it separates school government from other departments, it provides one school fund for the entire county.

H. B. BRUNER, Superintendent of Schools, Okmulgee, Okla., speaking of WHAT THE SCHOOLS DO IN RELATION TO WHAT THEY COST, said:

"The average American tax payer knows

ten times as much about what schools cost in terms of millage levy as he does about what schools do. He may know in a general way, of course, something about what schools do but in most instances he thinks that the school is a kind of idea factory or detention home where youngsters and teachers are incarcerated for five or six hours a day.

But why put all the blame on the tax payer? What does the average teacher or head of department know of the accomplishments of even the schools in which she teaches to say nothing of those of other schools of the country. The ignorance of school costs and school results is appalling and the fault can be laid at the door of no one except the school executive or the Board of Education. Either the school executive, the superintendent, hasn't the training or the foresight to make a careful study of the costs and results of his school system or the Board of Education has not supplied him with the finances necessary to make the studies he may have in mind. The value of this sort of work is beginning to trickle through to the consciences of some of us superintendents and we are slowly waking up to the fact that in many cases a one per cent additional expenditure made for a careful financial and statistical study of our school systems will often net a twenty to fifty.

It is a matter of common information that the average conscientious teacher gives at least one-fourth of her time to the one-tenth of her pupils who are the poorest in her room; this means that the nine-tenths must content themselves with three-fourths of her time. This has been obviated in Okmulgee by classification children in three groups—normal, gifted, and slow. The division of students according to ability costs more money than the regular plan. But what are the results? We have no draft horses working side by side with race horses. Each child feels that he is equal in ability to those around him and hence that effort will count and it does. The percentage of failures has been materially lowered, for children are being put at tasks suited to their capacities and are no longer discouraged by being placed where either some students gallop away from them with ease or where they can finish their own work in half the allotted time and spend the remaining time in habits of idleness. In other words, they are now at

tasks at which they succeed rather than fail. The schools have done what we think is a real service to the children. It has cost more money than the old way, but we think it has been worth the extra cost for the reasons stated above.

My study has lead to the following conclusions that: First, classifying pupils according to ability costs more than doing regular work in the regular way; second, a scientific study of costs in relation to these two procedures was a thing most needed for the Okmulgee schools; third, changes from present practices are usually more costly in the first year or two than later; fourth, there is very little accurate data that a superintendent can secure for purposes of comparison in studying the costs or the results of newer features of education in his own system. What a great day it will be when we have a federal department of education with sufficient appropriation to study costs and results scientifically and to broadcast their findings to the men in the field. This will cost some money but will result in a saving of much more money. When this day comes it will eliminate for school leaders and communities a great deal of groping, will enable them to launch into new projects with a feeling of greater certainty and will make a real comparison of school costs and results possible.

H. E. WINNER, Principal of South Hills

High School, Pittsburgh, Pa., said on the subject of **THE PLACE AND VALUE OF EXTRA-CURRICULAR ACTIVITIES IN THE HIGH SCHOOL:**

"Many extra-curricular activities have come into the high school program as the result of changed social conditions. The fundamental work of the high schools is to develop centers for training in leadership and service, not only for the future, but for the immediate present. It is only as young people live within school that they are able thus to live well without school. All types of activity which make for training in leadership and service are justifiable within the school. More and more regular opportunity must be afforded pupils for participation in the work for the school. It is only thus that right habits of work may be formed.

"Pupils today are suffering from the failure to appreciate that there is value in diligent and consistent habits of work. Extra-curricular activities should come as a felt need within the school rather than a definite

program being presented simply for the purpose of organization. No activity should be countenanced in high school that does not have the approval of the administrative head of the school and to whose meetings a delegated faculty member, one in sympathy with the activities shall not be present. This means that fraternities and sororities have no place in a secondary school program.

"Pennsylvania in its recent school legislation has provided that Boards of Education may determine what constitutes legitimate school organizations. One of the greatest activities of any secondary school is the school assembly. It affords an opportunity for the development of school spirit and an opportunity for initiative upon members of smaller group organizations within the school. So important are the extra activities of the high school considered that in the Pittsburg High Schools a special period is provided in the daily schedule in order that an opportunity may be had for the development of this type of work and, secondly, that time may be saved for regular instruction periods.

"Junior civic clubs organized as in the Pittsburg High Schools present a fine contact between the high school boys and girls and the adult community. A fine spirit of co-operation is maintained between the Senior Civic Club of Pittsburg and the Junior Civic Club of the high schools.

Regulation and guidance must ever be active in assuring pupils of the high school that special activities do not become the dominant side of school life. This regulation can best be imposed by limiting participations to major and minor activities. The special or activity period in the daily program provides an opportunity for segregation of particular groups for purposes of educational and vocational direction."

H. B. WILSON, Superintendent of Schools,

Berkeley, Calif., in an address on **THE TRAINING AND DEVELOPMENT OF TEACHERS AFTER ENTERING THE PROFESSION**, said:

The types of work which may be done and the procedures which may be employed in promoting continued growth in teachers are many, but all of them find justification and unification in the obligation of the teacher and others responsible for her work and her professional welfare to keep her equipment sufficiently adequate and up to date that she

is able to answer at all times the following questions in accordance with the latest scholarship and the most approved practice:

1. What are the fundamental objectives of education?
2. Through what exercises and activities together with related subject matter may these objectives be realized to the extent possible in each child?
3. How may the process of education and socialization be gone about most effectively?
4. What standards of achievement and finish should be observed in the educative process to insure the satisfactory socialization of each child?

The study requisite to enable each teacher to answer the above questions in keeping with the latest scholarship at all times will guarantee breadth and richness in her program of reading and study. It will likewise guarantee that freshness and inspiration

which are requisite to the most effective attack in her daily duties.

**DR. GEORGE D. STRAYER**, Professor of Educational Administration, Teachers College, Columbia University, New York City, said:

"The more one familiarizes himself with the system of State aid now operating in the United States the more certainly he is driven to the conclusion that the result that we seek to achieve within the State with respect to the equalization of educational opportunity can be brought about only by providing for State support. We have been moving in this direction. In many of the States the part of the total cost of maintaining schools borne by the State has been steadily increasing during the past decade. In one State, Delaware, complete State support has been instituted."

## Report of Department of Home Economics

Mo. State Teachers' Association, Kansas City, Mo., Nov. 15-16, 1922

The meetings of the Home Economics section held in connection with the State Teachers' Association, November 15-16, were most profitable and interesting. A splendid program was arranged by the president, Miss Groenewold of Warrensburg State Teachers College, and included an address by Miss Sweeney, Executive Secretary of the American Home Economics Association.

The Friday program opened with a paper by Miss Hatz of Warrensburg State Teachers College on Teaching Textiles in High Schools. She gave a brief resume of the textile situation and made plain the necessity that every woman know the fabric she is buying rather than buy the one most pleasing to the eye. Her family of dolls, which she said insisted on coming along, were dressed in national costumes made of the textile produced most extensively in that country.

Following this a group of Kansas City High School girls gave a very clever Study in Dress. The first was the rather short, stout, broad faced girl (actually before us) dressed to accentuate the bad features of face and figure. After a fellow student had told just why a wide lace collar and other things had grated on our nerves the model was redressed as she should be, plainly

showing the effect of good taste in dress. The tall, slender girl was then taken through the same metamorphosis with equally good results.

How Can We Make Home Economics Function to Help the Undernourished child, was given by Mrs. Still of Kirksville and Miss Bauer of Missouri University. Both gave many helpful suggestions. Rolena A. Phelps of Joplin gave a brief report of the meeting of the American Home Economics Association at Corvallis, Oregon in August. An interesting account on the Home Economics Contests at Columbia was told by Clare White, Supervisor of Home Economics for the state.

The Friday session was of most interest to Missouri Home Economics teachers as reorganization was effected, and we are now the Missouri Home Economics Association, affiliated with the national organization. An effort will be made to include every home economics teachers as member, and also other home economics trained women, as homemakers, dieticians of institutions, business women in touch with the nutrition field, etc.

Miss Frances Creamer of Converse gave her own experience in her paper on Educational Possibilities of the School Lunchroom.

Miss Converse built the home economics department from the ground up in the rural consolidated school of which she is also principal, even to having the equipment made under her direction. She has through her lunchroom work made a decided decrease in the number of underweight children of that school.

The closing number on the program was an address by Miss Mary Sweeny. In her usual clear and direct way she told of the opportunities in the home economics field, the many things home economics trained women can do in the state. She said that the national organization is recognized as a power and is invited by many other organizations to counsel with them. Miss Sweeny

radiates energy and so fills her audience with enthusiasm that they go away with grim determination to accomplish more than ever before.

More than one meeting a year seemed advisable, so when Miss Stanley extended an invitation to meet at Columbia in May on the same day as High School day the invitation was quickly accepted. It is hoped that special rates will be given.

The officers, re-elected to serve until the May meeting are as follows: President, Ella Groenewold of the Teachers College at Warrensburg; vice-president, Flora Henke, Patrick Henry School, St. Louis; secretary-treasurer, Clare White of Jefferson City.

## Annual Convention of School Administrators (Continued from page 110)

should be given. Doctor Meyer has little sympathy with the so-called mental tests that give a high or low mental rating to the child. This, he thinks, smacks too much of the caste idea. Under Doctor Meyer's plan there would be no schools for the deficient child. Segregation when made should be made on the basis of what the child can do best rather than on degrees of ability to learn from a book. His statement that a man was a good citizen who kept out of the poor house and the penitentiary was a striking way of stating what he evidently believes, viz: that many people who are now in these places might be self-supporting and law abiding citizens had the schools trained them along the lines of the things that they could do well rather than attempting to teach them to do things for which they had no mental or physical aptitude.

The State Convention of School Board Members which met in Jefferson City on the same date were present at a part of the program in the afternoon.

A very enjoyable banquet was served at six o'clock by the Jefferson City Chamber of Commerce at the Madison Hotel. Music for this occasion was furnished by the orchestra of the Jefferson City High School.

After an address of welcome by Mayor Paul Hunt and a much appreciated talk by Mr. Rudolph Dallmeyer, president of the Commercial Club the further program

was turned over to W. S. Smith who acted, very delightfully too, as toastmaster. Brief talks were made by Dr. J. H. Coursault, dean of the School of Education of M. U.; County Superintendent T. R. Luckett of Pettis county; T. J. Walker, Editor of THE SCHOOL AND COMMUNITY; S. A. Baker, formerly State Superintendent of Schools and now Educational Director for the Grolier Society, and President J. C. Jones of the University of Missouri.

Professor C. B. Hudson, director of Teacher Training work in the office of the State Superintendent of Schools offered the following resolution which was adopted:

"Resolved, that the Annual Convention of School Administration of Missouri recommend to the Constitutional Convention of Missouri that the office of State Superintendent of Schools be taken out of politics and placed in the hands of a bi-partisan State Board of Education."

Adopting the report of the Nominating Committee the following officers were elected for the ensuing year:

President, H. M. Buckley, of University City; Vice-president, C. A. Greene, of Sedalia; Secretary-Treasurer, Alberta Callison of Kahokia..

By report of the committee on time and place, Kirksville, Mo., was chosen as the place and February 8th as the time for the 1924 meeting.

## Nodaway County Schools in Motion Picture

(Continued from page 113)

function as presents to smaller members of the family at Christmas time, while another showed the barns that housed the faithful Dobbins whewho were galloping along the road transporting a boy or girl at no expense to the district.

### The Picture Produced Cooperatively

When one considers that there are some 140 schools in Nodaway county it is clear that the production of mile of film made at various times and in sundry places would require the expenditure of more money than the most generous Chamber of Commerce could supply. So aside from the picture of the parade and the short films given as prizes to high schools, the film has been paid for by the local districts. A fee to cover actual costs was charged each school. Maryville is fortunate in having a complete moving picture studio, in charge of the public spirited F. R. Mardell. He, with the county

superintendent, has traveled more than 1000 miles in making the film.

### How it is Used

The county superintendent, at the time of its initial showing, had more than one hundred requests from communities in his county to show the pictures. He is filling these requests as rapidly as possible. The film may be shown in any country school house or church, or out of doors, for that matter. A portable movie machine that is carried conveniently in any automobile, and the automobile, are all the equipment necessary. A plug attached to the light socket of the car, a rear wheel jacked up, if it is a Ford, and all is set for as good a picture as can be projected any placed.

Thus is Nodaway county carrying by visual means the message of better schools, directing the attention of the people to the best, and without preaching is "putting over" the Truth that shall make us free.

## Waste in Education

(Continued from page 114)

1. Engineer; 2. Dietitian; 3. Doctor, Dentist, Oculist; 4. Nurse; 5. Physical Director; 6. Teacher; 7. Parent; 8. Child.

I am certain that this order can be defended from the standpoint of economics. We need first adequate buildings; then a proper study of how to feed for growth, strength and health; a correction of physical defects; the teacher; the parent and the child. x

Our engineers and architects do not know the problems of school architecture. It is not the educator's problem. Let him keep his attention on his vision. Our high school buildings are oftentimes not adequate because built by men who do not understand their use. I examined one school and found 162 class period rooms but only 102 classes. In another school there were 164 classes each day; 40 class rooms and a siz period day or 240 class room periods. In the first school only 63% of available class rooms were used, because of inadequate architectural arrangement; in the second only 68% were used for the same reason. I have no positive information on many schools, but I am of the

opinion that if we had architects who knew how to build school houses that a great saving could be effected. A school board and superintendent came to my office with tentative plans for a \$100,000 high school building. A careful study of the problem showed that, if we considered unit costs, repair costs, replacement costs, equipment and administrative costs and kept in mind the expected growth in the high school attendance, a better building, housing both high school and elementary school, could be built for \$80,000. I think this is true in general. My trip to Gary, Indiana, convinced me that Superintendent Wirt had made a great economic gain in the question of the use of school buildings.

Our rural school buildings in Missouri present the following data:

Missouri has 9,000 country school houses.  
2,700 of these have open foundations.  
4,500 of these have stoves in center of room.  
4,500 of these have stoves not jacketed.  
8,000 of these have poor ventilation.

3,000 of these have no window shades.  
1,000 of these have seats facing windows.  
5,500 of these have seats too high or too low.

1,000 of these have no toilet.  
6,000 have toilet uncleaned.  
1,800 of these have no drinking water.

6,300 of these have not had wells cleaned.

No teacher, even though young and experienced, no matter how hopeful of optimistic, expects efficiency under such circumstances. The problem is not without solution. Use the cardinal principle of business success. Make a new investment in plant; consolidate where possible, for business, economic and educational reasons; and immediately remedy defects, where it is not wise to build.

Time does not permit of an extended discussion in each of the fields and an abundance of literature in certain directions makes it unnecessary. We are universally convinced that all useful animal life should be fed a proper diet which meets the needs of growth and repair, and are convinced that remedial measures should be applied to all children suffering from physical defects. At the present time there are 64% of all children in the United States whose physical condition warrant remedial measures. Terman reports that practically 53% of the pupils in a group examined and having high intelligence scores had no physical defects, and every pupil in the group having low intelligence scores had one physical defect or more. Sandwick says: "It was noticeable that the defects among the ablest group were not only fewer in number, but also less serious in character. Some of them, indeed, were only temporary. Most of the defects among both groups are entirely remedial. This study supports the growing conviction that low abilities may be and often are marked by the presence of physical defects, and it points to the unmistakable duty of the school to provide for every child early and frequent physical inspection with a systematic follow-up in applying remedies." We offer the following data from the United States Army report for the army in the World's War. The total number of men accepted for service, 4,650,000, and the number rejected for physical disabilities, 1,340,623 or 22.4% of the total number of men called were rejected for physical disabilities.

In the matter of teachers Missouri has 12,238 county certificates of which 2,600 or 21% are special certificates. And although

a very splendid teacher may hold a special certificate we are led to believe that such a large deviation from a simple standard means many young, immature and incompetent teachers in Missouri schools. Eighty-one per cent of state and college certificates are found in town schools, and 20% of the same type of certificates are found in the rural schools. Only 35% of our county certificates are found in town schools and 65% in the rural schools. Forty-two per cent of all the teachers in the town schools have held their places five or more years but only four per cent of rural teachers have held their positions for five or more years. If the type of teacher in the town schools, because of preparation and tenure, are only partially meeting the standard, the evidence submitted will show a great loss in the country.

For fear some may think that the only waste is in the school room, I wish to add that the empirical law shows that there are just as many in proportion of immature, youthful and inefficient physicians, lawyers, farmers, legislators, and merchants as there are teachers.

Another item of waste lies in the big problem of starting something and not proceeding far enough to utilize the principles of the new material in any way. A few years ago statistical data showed that men who had no educational opportunity and engaged in farming had an earning capacity of \$288 a year, but elementary school graduates in the same occupation had an earning capacity of \$312 a year. The same statistical problem showed that high school graduates who selected farming as an occupation had an average yearly earning power of \$630. No one claims any higher efficiency for a high school education than an elementary school education *per se*, but in the case of the high school graduate the child has proceeded far enough in the study of certain tools to be able to use them, and in the case of the elementary school graduate he had not. We must keep children in school until they have progressed far enough to appreciate and use their education.

Last year the enrollment in Missouri towns was 414,965, with an average attendance of 157 days, and the enrollment in the country was 309,744 with an average attendance of 100 days, making a direct loss of 37,603.045 days or 29% of our expected time. The state appropriated \$0.029768003 for each day's attendance. The number of days lost at this rate amounts to \$1,119,327.55. The total

amount spent for education in Missouri last year was \$32,000,000, and if 29% was lost, we had a total loss of \$9,280,000. In 1920 there were 6,229,985 boys between the ages of 10 to 15 years in the United States and 11.3% of these were engaged in gainful occupation; there were 6,207,597 girls of the same ages of which 5.6% were engaged in gainful occupation. In Missouri in 1920 there were 199,057 boys from 10 to 15, of which 16,893 or 8.5% were engaged in gainful occupation, and of the 196,025 girls of the same age 5,014 or 2.9% were engaged in gainful occupations. The Federal Board of vocational education reports 1,700,000 children quitting the elementary school yearly. On the basis of 1920 census report this board shows the school population of the United States between 5 and 20 years, as 33,250,870 of which 11,876,000 or 36% are reported as being out of school. If we consider the ages, 10, 11, 12, 13 the most healthy age for boys and girls, old enough to be able to go to school under adverse weather conditions and not old enough to work without great fear of bodily danger, 586,000 boys and girls or 7½% of all boys and girls of this age were out of school. Of children of the ages 14 and 15, 783,500 were out of school and of the total number of school children 16 years of age in the United States 971,000 were out of school and only 1,000,000 were attending school or practically 50% were out of school. The difference in number between those not in school and those engaged in gainful occupations is large enough to show a very great loss. The report further shows that out of every 1000 children entering first year only 580 survive to the 8th grade and only 140 to the fourth year of high school, or 86% of all our children do not secure sufficient education to make any use of it whatsoever in the making of a living. Not only do we have a loss in the dropping out of school but in failure to maintain the normal rate of promotion expected.

Last year 716,000 children enrolled in New York, in the regular elementary grades, 83,000 or 11.6% failed of promotion. The waste in over ageness, repetition, and discouragement was very high. Of 1000 typical children who entered the New York City schools eight years ago, we find 139 graduates, 260 in grade 8B, 288 in grade 8A, 185 in 7A, 30 in 6B, 9 in 6A and 2 in 5B.

At the present time business men are very happy if a net profit of 3% on sales is made, and consider less than 3% positive

failure. In Missouri according to 1920 census we have 2,737,771 people, of 10 years of age or above of which 83,403 or 3% are illiterate.

In the report of the American meeting of the 3rd annual convention of the American Legion, we read: "Education in citizenship is the keynote of Americanism. The education must reach the adult as well as the child, native-born and foreigner alike. A knowledge of the draft statistics of the late war showed that 24.9 per cent of the men examined for the draft could not read English. This indicates a deplorable and dangerous menace to the nation's welfare. Although the various states have compulsory attendance laws, it is a matter of official record that of the 27,000,000 children of school age of the U. S., but 15,000,000 are in daily attendance, and as a consequence the U. S. ranks only ninth among the civilized nations of the world in educational matters."

We could enumerate many other avenues of loss; inadequate preparation of teachers, licensing those who do not know or prize social values, in lesson assignment, in lack of proper distribution of labor, costly inspection and clerical labor instead of supervision, failure to utilize outside educational factors such as Camp Fire, Boy and Girl Scouts, the DeMolay and other organizations, failure to keep all children in every phase of physical education, and in directing people into proper occupations, failure to develop new occupations to absorb over supply in various occupations, failure to set up standards of thrift, and to build a national department of education that will educate all people and all groups. The enumeration does not exhaust the possibilities of loss.

Our life insurance companies work out a very interesting problem. Of every 100 men, strong, vigorous, able to work and save money at the age of 25, we find at the age of 36; 5 dead, 10 wealthy, 10 in good circumstances, 40 with moderate means, 35 with nothing; at the age of 45, 16 are dead, 3 are wealthy, 65 are self-supporting, 16 are no longer self-supporting; at the age of 55, 20 are dead, one is wealthy, 3 are in good circumstances, 46 are self-supporting, 20 are without means, and 30 are dependent on children, relatives or charity; at the age of 65, 36 are dead, one is very wealthy, 3 are wealthy, 6 are self-supporting, by labor, and 54 are dependent on children, relatives or charity; and at the age of 75, 63 are dead, 3 are wealthy, and 34 are dependent upon

government pension, lodge allowance, children or charity. There is a need for education that will enable the individual to make a living.

In making a brief study of twenty of the representative schools of Missouri we find the high school principal teaching all the way from no hours to 26 hours a week; or an average of 10 hours per week; we find the same principal devoting all the way from no hours to 15 hours per week to the keeping of records, or an average of one hour a day to the keeping of records; and that he devotes all the way from no hours to 20 hours per week or an average of 8 hours per week to extra curriculum activities, such as department clubs or athletics. This means that an average of 23 hours per week, or 73% of our high school principal's time is devoted to teaching, keeping records or extra curriculum activities. If the duties of a high school principal are to be largely supervision we are not assigning our high school principal to the proper type of work. No high school principal should be expected to teach 15 hours a week and most certainly to devote 10 or even 5 hours a week to the keeping of records is very doubtful economy. The keeping of records should be given over to clerical help.

I desire to quote from some letters of representative school men of Missouri. These letters are all dated January, 1923, and relate to waste in education.

"Many of our smaller high school are offering too many units of work, and as a general rule many of these credits do not meet the needs of the community." "The greatest waste in our system is a result of congested class rooms." "The greatest waste we have in our school system is the unit costs and our repair and replacement bill." "Our greatest waste is in our Vocational Agriculture department. We have only 12 students enrolled in the course and a teacher receiving \$2000 for the work." "Probably inefficient teachers are our greatest waste." "Our greatest waste is in the number of courses offered and in the small classes." "Lack of room, very crowded conditions." "Too much time spent by the Principal in dealing with excuses and spent in keeping records when office girl can do same." One of the school reports shows children of the age of 13 enrolled in the first nine grades. "Waste of time by students." "Our schools are doing very little in helping boys and girls

to find themselves." "Money spent in trying to educate the undesirable or those in whom no aspiration can be aroused. We advise their discontinuance in school." "Lack of a feeling of responsibility on part of pupils." "Pupils doing nothing but routine. Content merely to 'get by.'" "The check-up system to protect the school against the proud, the cheat and the liar." "Our greatest waste is lack of study on the part of the students." "The teacher turnover." "Lack of supervisors." "Lack of efficiency in study habits."

Here is our problem. There is much waste in every direction. We do not need more teachers, more buildings, more income, but we do need some plan of improving our present plants, our present teachers, and above all a social readjustment in the right evaluation of social factors, so that the unthinking do not destroy and the child is kept in school.

First, modernize all school buildings. Provide for a state school architect under direction of State Superintendent of Public Instruction, with authority to order and enforce the modernization of all school buildings, not as an expense but as an investment. Second, require of all teachers, before certifying them, at least one year of college work. Third, educate men to supervise rather than to inspect, and then use these men for supervision work. Fourth, provide competent community doctors, dentists, oculists and nurses. Fifth, provide, by legislation, compulsory attendance laws and proper machinery for carrying out these laws, and Sixth, develop the proper social attitude by selling education to adults as well as to children.

I am afraid there are men and women who may oppose my program because of costs. I wish to quote from one of the world's greatest economists, Dr. Edwin R. A. Seligman, of Columbia University, who says: "While it is true that the educational budget has increased more rapidly than the population, it is not true that it has increased more rapidly than the wealth of the community. On the contrary, it may be affirmed, with little fear of contradiction, that from the economist's point of view the growth of prosperity in the United States as a whole has been so enormous as to make the proportion of educational expenditures to real wealth of the community actually smaller than it was in past decades."

## Items of Interest

**State Superintendent Charles A. Lee was selected as executive officer of Vocational Education and Industrial Rehabilitation** in the state, at a meeting of the board of education yesterday. This is the office that has been in question since the new superintendent took office and to which George Reavis was appointed by the board a month before the former superintendent retired.

Superintendent Lee refused to approve the salaries of Reavis or any of the members of the department and these were paid for January out of Federal funds. Lee said he had not recommended these appointments and would not approve them. Under the new arrangement Reavis again becomes assistant executive officer, the old employes remain with the exception of changes in the field force.

The State Superintendent will appoint three field agents at St. Louis, and the board appointed George P. St. John at Kansas City, George Cole at Springfield, and F. W. Wenckle at Jefferson City.

The board voted the salary of \$1,200 a year to Lee as executive officer, which is the same as was drawn by Former Superintendent Sam A. Baker until a month before his term expired.

Members of the Board in addition to Mr. Lee are Governor Hyde, Attorney General Barrett and Secretary of State Backer.

—Daily Capital News.

**The Journal Of Arkansas Education** is the name of the official organ of The Arkansas

Educational Association. The publication of this magazine was begun in January of this year and represents the combination of three educational publications previously published in this state. In addition to this new enterprise the Arkansas teachers propose to establish a teachers placement bureau in the near future.

**A Program** by the Maryville Teachers College Extension Lyceum was recently given at the Glendale Consolidated School near King City. This service by the Teachers College is proving to be a very popular one. These courses have been established by the college with the idea of placing before the citizenry the principle or larger community service.

**Dr. W. W. Charters** was the principal speaker at a meeting of the University Teachers Community Association recently. Dr. Charters discussed his work with the Carnegie Institute of Technology in training men and women for their work through the system of job analysis. In his several years of work with this institution Dr. Charters has developed a comprehensive system, the analysis of the qualities that count most in an individual's success in various positions and for training them in these essential qualities. He believes that most failures are due not to inadequate knowledge but to traits and qualities of character. His experience leads him to the conclusion that schools can develop these traits and qualities just as thoroughly as they can impart knowledge.

## Teachers - Summer Employment

We shall need four capable teachers to fill responsible positions in our educational department this summer. If you are 23 to 40 years of age, highly educated, and have strong personality, send in your application immediately.

Address

Department B, 704 American Bank Bldg.,

Kansas City, Missouri

and advocates that greater attention be given to their development.

Warsaw recently carried a bond issue for \$44,000, the proceeds of which will be used in the erection of a modern high school building. Out of 370 votes cast only 26 were against the proposition. The unanimity of sentiment in favor of the bonds may be largely attributed to the campaign of information that was made through the newspapers and various organizations. One unique feature being the endorsement of the proposition by farm clubs and rural organization that lie entirely outside of the district. These organizations justified their interest on the ground that many of their children after completing the grades of the rural schools attended the Warsaw high school. Superintendent Danuser and the people of Warsaw are to be congratulated on the result of the election.

#### **NEW BOOKLET ON RAISING FUNDS FOR PLAYGROUND SENT FREE**

The Fred Medart Mfg. Co., leading manufacturers of playground apparatus, have just issued a new booklet, "Planning a Playgrounds" which supplies a long-felt need, and will meet with the thoughtful consideration of teachers and public spirited citizens interested in the playground movement. This booklet is in no sense a piece of advertising literature, but is an instructive and interesting review of the methods that have been employed in various cities to arouse public interest in playgrounds, and to raise the necessary funds for their purchase. The booklet also contains some practical suggestions on the selection of necessary equipment and diagrams showing how the playground can be arranged to best advantage.

The editor has read this booklet carefully and feels that its publishers deserve the thanks of the educational fraternity for undertaking so laudable a task. A copy of "Planning A Playgrounds" may be obtained, free of charge, by addressing the Fred Medart Mfg. Co., Potomac & DeKalb Sts., St. Louis, Mo.

The Marshall High School has a novel way of handling its journalist work. Instead of issuing a monthly or twice a month publication, as many of the schools do, it issues a weekly publication of twelve columns and has eliminated the financial hazards of the undertaking that sometimes constitute a problem of considerable importance to the high

school publications. It has likewise solved the problem of circulation and the equally important one of soliciting advertising from the local merchants, which advertising often may cause proprietors of local papers to look on the high school adventure as a means of reducing his income for the reason that local merchants may reduce their advertising budget for the local newspaper so as to assist the high school paper.

Marshall has done this in co-operation with the local publications. The Mar-Saline (this is the name of their publication) is published as a part of the regular weekly edition of the city's papers. It is so arranged as to allow it to be "clipped" and filed as a regular four page high school paper. Thus the worries of expense, circulation, and advertising are dispensed with. The local papers like it because it furnishes an interesting feature of the pages. The school should and does like it for the reasons above mentioned and because of the further fact, and not the least important one, that it keeps before all the patrons of the district matters pertaining to the school in a much more general and effective way than would be done by the ordinary method.

Mr. B. G. Shackelford, one of the most

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widely known principals of St. Louis was recently elected assistant superintendent of instruction for the St. Louis schools. For several years Mr. Shackelford was prominently connected with the Teachers College at Cape Girardeau. He has for a long time been active in the affairs of the Missouri State Teachers Association.

**Glenn Dillinger**, teacher and athletic coach at Milan was killed instantly by a Burlington passenger train near Palmyra, Missouri, on February 21st. Mr. Dillinger was a successful coach and teacher. A few years ago he was well known in intercollegiate athletics. He was a musician of ability, having acted as the leader of the Dillinger Family Band, which toured the state.

**Professor M. G. Burton**, Assistant Superintendent of Schools in Kansas City, died at his home February twenty-first. He had been in ill health for several years but was able to keep up his work until two days before his death. Mr. Burton came to Kansas City as Director of Vocational Education. He was a graduate of Indiana University and of the Kansas Agricultural College. He was recognized throughout the country as a leader in his field of work.

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**Address Department E 12, S. J. GILLFILLAN, Garland Bldg., Chicago, Illinois**

Say you saw it in The School and Community

Teachers of exceptional children in Kansas City, Missouri met February 21st, and formed an organization which will be known as the Kansas City Council of Teachers of Exceptional Children. Miss Ota Crosthwait was elected president; Miss Ada Zimmerschied, vice-president; Miss Edith Moore, secretary and Miss Dene Duffey, treasurer.

**Former Missourians** who were seen at the Cleveland meeting of the Department of Superintendence were Dr. W. W. Charters of Carnegie Institute, Pittsburg, Pa.; Dr. M. G. Neale of the University of Minnesota, Minneapolis; Superintendent H. B. Bruner of Okmulgee, Okla.; Dr. Geo. H. Reavis, Dean of the School of Education, Pittsburg University; Supt. J. M. Gwinn of New Orleans; Dr. Ernest Horn, University of Iowa; Dr. Frank P. Graves, Commissioner of Education for the State of New York; Dr. Jno. W. Withers, Dean of the School of Education, New York University; Dr. John J. Tigert, United States Commissioner of Education; Professor Ira Richardson, University of Oregon, Eugene; Dr. E. K. Fretwell, Columbia University; Assistant Superintendent A. L. Threlkeld of Denver; H. A. Hollister, State High School Inspector of Illinois, and Superintendent E. M. Sipple of Burlington, Iowa.

## The Ward Program

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**ITEMS FROM THE MISSOURI HOME ECONOMICS ASSOCIATION**

By Virginia Bauer, Publicity Chairman,  
Columbia, Mo.

Every Home Economics teacher in Missouri should become a member of the Missouri Home Economics Association. The dues of two dollars should be paid to Miss Clare E. White, Director of Vocational Home Economics, Jefferson City. This entitles you to membership in both the state and national organization.

The spring meeting of the Association will be held in Columbia in May at the time of the annual High School Day. It is hoped that many women, interested in all phases of Home Economics, will plan to come. Any program suggestions should be sent to the president, Miss Ella Groenewold, Warrensburg.

The Association is fortunate in having Miss Louise Stanley as the Home Economics representative on the Woman's Legislative Committee. The measures this committee are actively working for are (1) Equal representation of women on all party committees,

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The Foods and Cookery department of Manual Training High School in Kansas City has acquired a new workshop. In fact, there are several of them, newly equipped, and ready for use. For several years, the department has been working under severe handicaps, due to lack of space and equipment. A school lunch room has been maintained, and regular Foods and Cookery work has been carried on in two rooms originally intended for a dining room and a laboratory accommodating twenty-two students. When the need for a cafeteria became imperative at Manual, there was only one place available—the school dining room. So the furnishings and decorations were stored away, serving tables and trays were installed and the small dining-room became the lunch-room for hun-



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In co-operation with all other women's organizations of the state, a woman's Legislative committee has been formed, maintaining a representative at Jefferson City to look after bills in which we are interested;

In addition to the program of the entire community, our organization is urging that the passage of the following bill. This was introduced near the first of February.

"The bill is an act to confer upon school boards in the state of Missouri authority to permit the use of public school grounds as Public play and recreation grounds by minors and to provide for the supervision of play and recreation on such grounds."

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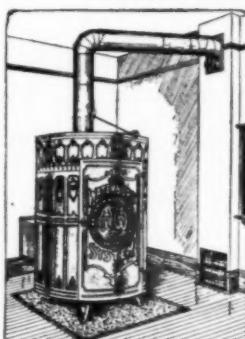
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Through the courtesy of the Heer Broadcasting station arrangements have been made to send a message by Radio throughout the state and country the first Tuesday in each month at 8:15 p. m. Any circle who has some choice contribution is invited to send it to the president and it will be included in her message.

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